



SC Annual School Report Card Summary

Gold Hill Elementary School
York 4

Grades: K-5

Enrollment: 821

Principal: Terry Brewer

Superintendent: Dr. James N. Epps, Jr.

Board Chair: Patrick White

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Excellent	Excellent	TBD	TBD	A	N/A
2011	Excellent	Excellent	Gold	N/A	Met	N/A
2010	Excellent	Excellent	Gold	N/A	Met	N/A

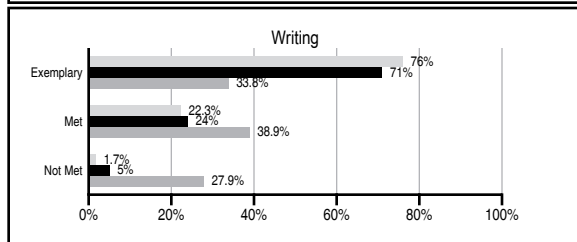
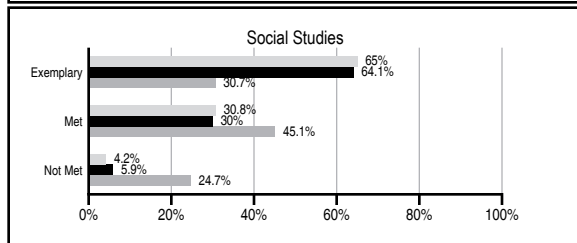
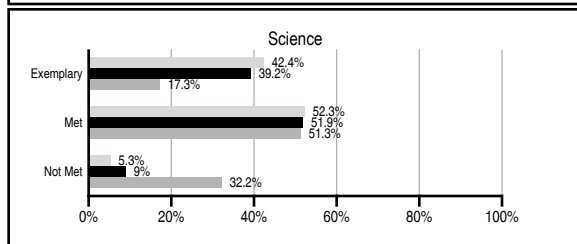
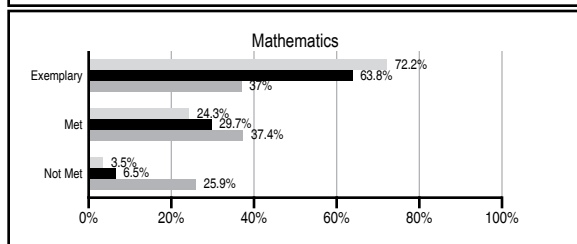
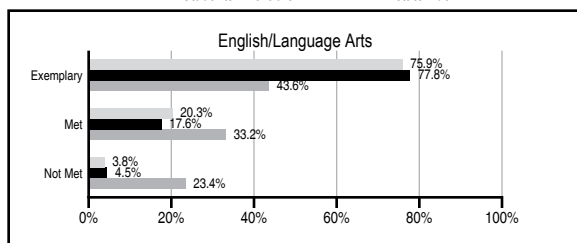
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	0	0	0	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

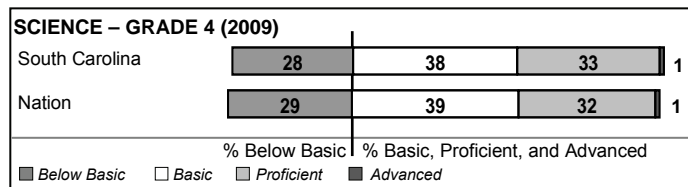
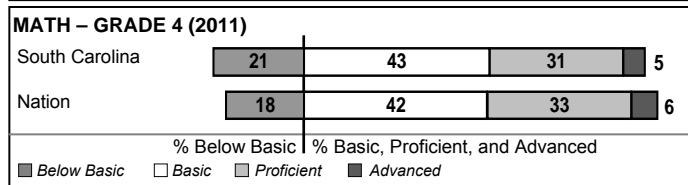
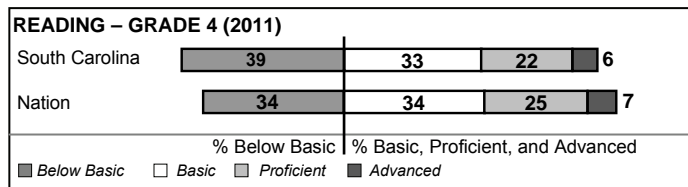
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Gold Hill Elementary School [York 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=821)				
Retention rate	0.4%	Down from 0.6%	0.4%	1.0%
Attendance rate	97.1%	Up from 96.5%	97.1%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	69.2%	Up from 63.5%	66.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.1%	Down from 84.5%	86.5%	88.7%
Teacher attendance rate	95.2%	Down from 95.7%	98.3%	95.1%
Average teacher salary*	\$50,569	Up 4.9%	\$45,833	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	2.1%	0.0%
Professional development days/teacher	7.9 days	Down from 11.7 days	8.6 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	9.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.4 to 1	21.8 to 1	20.0 to 1
Prime instructional time	91.4%	Up from 90.9%	94.9%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	No	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,648	Down 10.3%	\$5,648	\$7,247
Percent of expenditures for instruction**	75.3%	Down from 75.4%	64.0%	68.2%
Percent of expenditures for teacher salaries**	74.3%	Up from 74.0%	61.7%	65.7%
ESEA composite index score	100.0	N/A	100.0	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	119	80
Percent satisfied with learning environment	95.0%	92.4%	98.8%
Percent satisfied with social and physical environment	95.0%	91.6%	96.2%
Percent satisfied with school-home relations	100.0%	90.8%	96.2%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gold Hill Elementary School (GHES) is a K- 5 grade school serving about 830 students. Due to continued high enrollment at GHES, the school has an enrollment freeze in grades 1-5 for this school year. Our mission states: Gold Hill Elementary School, in partnership with its students, parents, community, and the Fort Mill School District, will Guide learning opportunities in a safe and nurturing environment Have high expectations to encourage one's personal best Engage students in progressive and challenging lessons Stay student focused by making all decisions based on "what is best for students." Using the Fort Mill School District Strategic Plan and the GHES School Improvement Plan, our School Improvement Council, PTA, faculty, and staff worked together to establish goals for improvement for this year. Helping every student achieve the level of proficient on our state's Palmetto Assessment of State Standards (PASS), piloting a grant to provide a Financial Literacy Program in 3rd grade, maintaining the Junior Achievement Program to help young people be more successful in a global economy, incorporating the use of engaging curriculum with Engineering Is Elementary, and utilizing data to make instructional decisions were just a few of our goals for the year. GHES is fully accredited by the Southern Association of Colleges and Schools (SACS) and maintains an "All Clear" status from the State Department of Education. For the eleventh year in a row, the school earned the Palmetto Gold Award. Students demonstrated service learning through such projects as sponsoring the collection of canned food for the Fort Mill Care Center, collecting pledges for Juvenile Diabetes Research, raising money for Heifer International Service Learning Project, and collecting materials and supplies for the York County Humane Society. GHES was recognized for collecting more money than any participating school in the nation for the American Childhood Cancer Organization. Special programs and initiatives such as the Health and Nutrition Club, the Art and Technology Clubs, the Random Acts of Kindness Club, the Storytelling Club, Buzzy Beats, Hornets in Harmony, Accelerated Reader, Math Superstars, and the Academically Gifted Program give students more opportunities in advancing their skills. The Measures of Academic Progress (MAP) testing program is providing valuable information about the learning strengths and needs of our students. Compass Odyssey, a curriculum support and enrichment program which utilizes computers, helps to differentiate instruction and provide intervention, extension, and support for our students. Our PTA raised funds to buy books for classroom libraries, student agendas, an art slab and wheel, and funded numerous teacher requests for supplies and materials. We will continue to assess our strengths and weaknesses as part of our self-study for school improvement and SACS accreditation. The school will continue to set new goals for improved student performance and will continue to focus attention on student achievement, teacher quality, parent involvement, safety, technology advancements, health and wellness, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal; and Kara Griffin, School Improvement Council Chairperson

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status